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ABSTRACT

The perceived self-concept of 144 preservice and inservice teachers was studied in order to ascertain the level of professional group identity present in educational personnel. Eight characteristics of a "profession" were isolated, and a survey was administered to determine the item ranking order established by experience and by inexperienced teachers. Teacher attitudes towards the level of professionalism attached to the field of education were correlated with the variables of (1) level of university study, (2) amount of teaching experience, (3) size of home school district or institution, and (4) gender. Analysis of the data reveals that teachers do perceive themselves as a professional group, although with varying agreement on the priorities of professional group characteristics. (LH)

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THE PROFESSIONAL SELF CONCEPT OF TEACHERS

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The self-concept of individuals governs largely their action. At least a person does not consistently perform in ways contradictory to the perceived image of the self. Groups of persons with identifiable homogeneity and in-group loyalty characteristic of occupational families are also influenced by their perceived group self-concept. This is especially true of professional or semiprofessional groups that have similar admission criteria, training periods, work ethics, and related traits characteristic of an occupation. The self-concept of teachers, along with other occupational groups, does influence their professional status. This influence is similar to the influence of self-concept on social class. It is generally recognized that self-perception is one criterion of social class. Like individuals, an occupational group does not consistently act in ways contradictory to the perceived group-self.

To study in-group perceived self-concepts of teachers, I surveyed 144 pre and inservice teachers in my professional education classes at Abilene Christian University from the summer of 1977 to the fall of 1978. The subjects were all the students registered for my undergraduate class in Secondary Curriculum and in two graduate courses I teach, (1) Supervision of Instruction and (2) Improvement of Teaching. There were 64 undergraduate students in three classes and 80 graduate students in five classes.

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As I thought of qualities which could easily be dichotomized and which might reveal differences in self-perception, I selected the following

factors: (a) whether the students were graduate level or undergraduate, (b) whether students were experienced or inexperienced in public school teaching, (c) whether there was a difference in reaction of one-three years of experience as opposed to four-plus years of experience, (d) whether the experience was in larger or smaller school districts, and (e) whether the students were male or female. Statistical tables were prepared to illustrate each of these influences.

The list of professional characteristics which I employed was the one developed by Ryan and Cooper.[1] I chose this list because it seemed reasonably short and yet comprehensive enough to include most of the twelve traits of a profession composited by the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education, chaired by Howsam. [2] A five point scale, indicating a negative response (one) to a positive response (five), was designed so that respondents could classify their perceptions of each trait fairly precisely as to whether teaching qualifies as a profession. At the left end of the five point continuum was "non-professional" and to the right end of the continuum was "professional."

Characteristics of a Profession

> First, a profession renders a unique, definite, and essential social service. Only the people in the particular profession render the service. For instance, only lawyers practice law. The service rendered must be considered so important that it is available to all the people in a society.
>
> Second, a profession relies upon intellectual skills in the performance of its service. This does not mean that physical actions and skills are not needed, but rather that the emphasis in carrying on the work is on intellectual skills and techniques.

Third, a profession has a long period of specialized training. Because professional work requires special intellectual skills, specialized intellectual training is needed. General education, such as that represented by a bachelor's degree, is valued, but not considered adequate. The specialized training must cover a substantial period of time and not be obtained in cram courses or correspondence schools.

Fourth, both individual members of the profession and the professional group enjoy a considerable degree of autonomy and decision-making authority. Whereas factory workers have very limited decision-making powers and are closely supervised in the performance of their work, professionals are expected to make most of their own decisions and be free of close supervision by superiors. Also, professional groups regulate their own activities rather than having outsiders set policies and enforce adherence to standards.

Fifth, a profession requires its members to accept personal responsibility for their actions and decision. Along with having a high degree of freedom and autonomy, the professional must shoulder a large measure of responsibility for his performance. Since the professional's service is usually related to the human welfare of individuals, this responsibility is an especially serious one.

Sixth, a profession emphasizes the services rendered by its practitioners more than their financial rewards. While the personal motives of any individual professional are not necessarily any higher than any other worker's, the professional group's public emphasis is on service.

Seventh, a profession is self-governing and responsible for policing its own ranks. This means there are professional groups who perform a number of activities aimed at keeping the quality of their services high and looking out for the social and economic well-being of the professional members. Also, these self-governing organizations set standards of admission and exclusion to the profession.

Eighth, a profession has a code of ethics which sets out the acceptable standards of conduct of its members. In order for a professional group to regulate the quality and standards of service, it needs a code of ethics to aid it in enforcing these high standards.

As the data were compiled and compared, means for each of the eight criteria were computed and tabulated. The areas of greater self-perceived strength were closer to Five while the areas of lesser perceived strength were nearer One. (Table 1 follows on page 5.) The information on Table 1

indicates that generally the students surveyed perceived of teaching as a profession. The ranking is of importance also. Item Number Five drew the largest number of Five responses with a mean of 4.506. This criterion is:

> A profession requires its members to accept personal responsibility for their actions and decision. Along with having a high degree of freedom and autonomy, the professional must shoulder a large measure of responsibility for his performance. Since the professional's service is usually related to the human welfare of individuals, this responsibility is an especially serious one.

The second ranking response magnitude was Number Six with a mean intensity of 4.402.

> A profession emphasizes the services rendered by its practitioners more than their financial rewards. While the personal motives of any individual professional are not necessarily any higher than any other worker's, the professional group's public emphasis is on service.

The third ranking response in terms of strength was Number Eight with a mean of 4.277.

> A profession has a code of ethics which sets out the acceptable standards of conduct of its members. In order for a professional group to regulate the quality and standards of service, it needs a code of ethics to aid it in enforcing these high standards.

It is equally as important to note the lowest ranking responses to detect the areas that teachers seemed to feel relatively weak in terms of professional status. In last position was Number Four with a mean intensity of 3.388. This is the criterion which deals with supervision and outside policy control. The tax supported, public nature of U.S. education renders political and community control highly potent.

> Both individual members of the profession and the professional group enjoy a considerable degree of autonomy and decision-making authority. Whereas factory workers have very limited decision-making powers and are closely supervised in the performance of their work, professionals are expected to make most of their own decisions and be free of close supervision by superiors. Also, professional groups regulate their own activities rather than having outsiders set policies and enforce adherence to standards.

TABLE NUMBER ONE

All Students Combined

Item No.	No. Pts. / No. Stu.	Mean	Rank
1	581/144	4.034	5
2	615/144	4.270	4
3	538/144	3.736	6
4	488/144	3.388	8
5	649/144	4.506	1
6	634/144	4.402	2
7	523/144	3.631	7
8	616/144	4.277	3

N = 144

It is interesting to note that response Number Five ranked an overall first place while Number Four ranked eighth place. Number Five seems to encompass what the Report of the Bicentennial Commission on Education of the AACEP calls "Matters of Life and Death."

> Doctors and lawyers probably have neither more or less to do with life, death, and freedom than do teachers. To deny the child the skills and qualities of the fully professional teacher exacerbates the assaults on freedom which the custodial school involves, leaves untreated the injuries to attitude and ego which mass education renders inevitable, and leaves to chance the kinds of innovations by teachers that open minds and enhance self-images. Therefore, the teaching profession must continue its negotiations with society in behalf of more perfect education for its children. Teaching is definitely a matter of life and death.[3]

Table Number 2 shows data comparing graduate level with undergraduate students. See Table Number 2 on the following page.

The differences in rank do not appear exceedingly noteworthy, except perhaps for the difference in rank of Number Eight which refers to a code of ethics. Undergraduates seemed to think teachers were more responsible for or to an ethical code than did graduates. The difference between graduates and undergraduates on this criterion, however, is not statistically significant.

Two of the differences between undergraduates and graduates, however, are statistically significant (at the .05 level of confidence or better). These two criterion items are Number Two and Number Three. The difference between undergraduate and graduate student means on item Number Two meets the criterion for significance at the .038 level of confidence. Graduate students seemed to feel more strongly that teaching deserves to be thought of as a profession because of the intellectual skills required for success. Even though graduate students of education are typically experienced public school teachers who know the physical exhaustion that comes from nervous tensions and tired bodies after a day of teaching, they seemed to acknowledge

TABLE NUMBER TWO

Graduate and Undergraduate Students Separated

Graduate Students				Undergraduate Students			
Item No.	No. Pts. / No. Stu.	Mean	Rank	Item No.	No. Pts. / No. Stu.	Mean	Rank
1	332/80	4.150	4	1	249/64	3.890	5
2	350/80	4.375	3	2	265/64	4.140	4
3	313/80	3.912	6	3	225/64	3.515	7
4	265/80	3.312	8	4	223/64	3.484	8
5	355/80	4.437	1	5	294/64	4.593	1
6	352/80	4.400	2	6	282/64	4.406	3
7	280/80	3.500	7	7	243/64	3.796	6
8	332/80	4.150	4	8	284/64	4.437	2

Graduates = 80 Undergraduates = 64

N - 144

that it is the intellectual challenge that is most characteristic of teaching. Graduate students might also be expected to be more intellectually and academically sophisticated than education students in general. Number Two follows:

> A profession relies upon intellectual skills in the performance of its service. This does not mean that physical actions and skills are not needed, but rather that the emphasis in carrying on the work is on intellectual skills and techniques.

The other difference on Table Number 2 that is statistically significant is the difference on Number Three, on which the .033 level of confidence was sustained by computer analysis. The graduate students seemed to agree that the following characteristic is more descriptive of teaching than undergraduate students. Number Three follows:

> A profession has a long period of specialized training. Because professional work requires special intellectual skills, specialized intellectual training is needed. General education, such as that represented by a bachelor's degree is valued, but not considered adequate. The specialized training must cover a substantial period of time and not be obtained in cram courses or correspondence schools.

For additional analysis of differences that seemed to influence self-perception of professional status, Table Number 3 has been included on the following page. All experienced teachers (with one-plus years experience) were compared with persons who had never taught. As one might expect, most experienced teachers were graduate students, but not all graduate students were experienced teachers. The data on Tables Number 2 and Number 3 are slightly different. It is especially interesting to note item Number Three on Table Number 3. The difference is sustained at the .018 level of confidence. Experienced teachers seemed to feel more strongly that specialized training is more characteristic of the teaching profession than did inexperienced education students. This may be due to the more specialized upper division and graduate level education classes taken by experienced teachers in education programs. It may also be influenced by the inservice programs most

TABLE NUMBER THREE

Experienced and Non-Experienced Students Separated

Experienced				Non-Experienced			
Item No.	No. Pts. / No. Stu.	Mean	Rank	Item No.	No. Pts. / No. Stu.	Mean	Rank
1	324/78	4.153	5	1	257/66	3.893	5
2	343/78	4.397	2	2	272/66	4.121	4
3	303/78	3.884	6	3	235/66	3.560	7
4	259/78	3.320	8	4	229/66	3.469	8
5	344/78	4.410	1	5	305/66	4.621	1
6	343/78	4.397	2	6	291/66	4.409	2
7	273/78	3.5	7	7	250/66	3.787	6
8	325/78	4.166	4	8	291/66	4.409	2

Experienced = 78 Non-Experienced = 66

N = 144

experienced teachers have been involved in as employed teachers. See Number Three following:

> A profession has a long period of specialized training. Because professional work requires special intellectual skills, specialized intellectual training is needed. General education, such as that represented by a bachelor's degree, is valued, but not considered adequate. The specialized training must cover a substantial period of time and not be obtained in cram courses or correspondence schools.

The rank order of Number Two and Eight is most pronounced with differences of two rank places in each case. Again, intellectual skills were more apparent to experienced teachers, but the place of ethics was more characteristic of teaching, according to inexperienced education students. See Table Number 3.

A word is necessary concerning a code of ethics at this point. Undergraduate students and inexperienced teachers may not be as fully aware as experienced teachers that teacher organizations have different codes of ethics. The NEA and AFT codes are similar, but are certainly not identical. The state codes of ethics of state teacher organizations are similar to the national codes, but they too are not always the same - even within NEA and state affiliates. Even though statewide professional practices commissions exist, they do not always function actively to insure compliance. Graduate level and experienced teachers may know these limitations more clearly than undergraduate or inexperienced teachers do. This, in fact, may be an issue of professional concern, not essentially related to the purpose of this study.

For further information on the influence of experience upon teachers' professional self-perception, Table Number 4 is cited. Note Table Number 4. on the next page. Differences of items on this table are not statistically significant, but the rank order difference is noteworthy, especially when the differences are separated by two or more digits as in response to Items Two, Six, and Eight. The information on Table Number 4 separates the seventy-eight

TABLE NUMBER FOUR

Experience Dichotomy

One-Three Years Experience				Four-plus Years Experience			
Item No.	No. Pts. / No. Stu.	Mean	Rank	Item No.	No. Pts. / No. Stu.	Mean	Rank
1	90/22	4.090	5	1	234/56	4.178	4
2	101/22	4.590	1	2	242/56	4.321	3
3	85/22	3.863	6	3	218/56	3.892	6
4	78/22	3.545	7	4	182/56	3.25	8
5	101/22	4.590	1	5	243/56	4.339	2
6	94/22	4.272	4	6	249/56	4.446	1
7	77/22	3.5	8	7	196/56	3.5	7
8	96/22	4.363	3	8	229/56	4.089	5

Less Experienced = 22 More Experienced = 56

N = 78

experienced teachers into two groups - those with one-three years experience, and those with four-plus years of experience. Item Number Two has been stated above (intellectual skills). In the dichotomy analyzed on Table Number 4, the less experienced teachers ranked the importance of intellectual skills higher than teachers of four-plus years experience. Perhaps more experienced teachers felt less intellectually challenged than did neophytes. Such might be expected.

On Item Number Six there is an apparent difference in rank order between less and more experienced teachers. Item Number Six relates to the financial or service motive for professional involvement:

> A profession emphasizes the services rendered by its practitioners more than their financial rewards. While the personal motives of any individual professional are not necessarily any higher than any other worker's, the professional group's public emphasis is on service.

On this item involving financial remuneration, the more experienced teachers seemed to feel that service to others is more characteristic of teaching than financial reward. This, no doubt, does not surprise experienced teachers who fall further and further behind their counterparts in other professions as the years of experience accrue. Many professional teachers have recognized for years the need for higher levels of maximum salaries to accompany longer tenure and higher level academic preparation. This may be related to the rank order difference in Number Six.

There is also an apparent rank order difference on Number Eight (ethics). The mean of less experienced teachers was ranked third whereas the more experienced mean on Number Eight was ranked fifth. It is difficult to draw a valid explanation that has not already been alluded to above. Number Eight reads,

> A profession has a code of ethics which sets out the acceptable standards of conduct of its members. In order for a professional group to regulate the quality and standards of service, it needs a code of ethics to aid it in enforcing these high standards.

Table Number 5 is designed to describe the school in which the experience was acquired. See Table Number 5 on the next page. The assumption behind the data

TABLE NUMBER FIVE

Experience in Larger Schools/Cities

and

Smaller Schools/Communities

Larger Schools/Cities				Smaller Schools/Communities			
Item No.	No. Pts. / No. Stu.	Mean	Rank	Item No.	No. Pts. / No. Stu.	Mean	Rank
1	101/26	3.884	6	1	130/30	4.333	4
2	112/26	4.307	4	2	136/30	4.533	1
3	105/26	4.038	5	3	117/30	3.9	6
4	78/26	3.0	8	4	101/30	3.366	8
5	114/26	4.384	1	5	134/30	4.466	3
6	113/26	4.346	3	6	136/30	4.533	1
7	92/26	3.538	7	7	108/30	3.6	7
8	114/26	4.384	1	8	123/30	4.1	5

Larger Schools/Cities = 26 Small Schools/Communities = 30

N = 56

on Table Number 5 is that the only influence is not the presence or absence of teaching experience, but that the size of the school in which the experience occurred is influential in determining the professional self-concept of the teacher. At some point during the survey process, I started asking respondents to note the place of their longest teaching experience. Fifty-six persons completed the survey from that point to the termination of my data collection.

The communities were generally in Texas and within fair proximity of Abilene. The communities are noted on Table Number 6 to illustrate the geographic spread. The communities were dichotomized to include in one group those communities with AAAA high schools according to Texas University Interscholastic Athletic Standards and populations of 90,000 or more. The smaller schools were within school districts with fewer than 90,000 population. Of the 56 teachers surveyed, 26 were from larger schools and 30 were from smaller schools. See Table Number 5 and Number 6. Table Number 6 is on the next page.

The differences on Table Number 5 are not statistically significant, but again the rank order comparison is noteworthy. The greatest rank order difference was in the area of ethics. Number Eight was ranked first among means of larger school teachers, but it ranked fifth among means of teachers in smaller schools. The eighth criterion is:

> A profession has a code of ethics which sets out the acceptable standards of conduct of its members. In order for a professional group to regulate the quality and standards of service, it needs a code of ethics to aid it in enforcing these high standards.

Whereas the teachers in larger schools may be more aware of professional ethics concerns and teachers' rights and obligations, it cannot be determined from the data presented in this research project. Inferences concerning these issues, however, may be conjectured.

It is also apparent that teachers in smaller schools ranked the importance

TABLE NUMBER SIX

Community of Longest Experience

*Abilene, TX	21	Hamlin, TX	2
*Abilene State School	1	*Houston, TX	1
Albany, TX	1	Kerrville, TX	1
*Albuquerque, NM	1	Knox City, TX	1
*Atlanta, GA	1	Loraine, TX	1
Anson, TX	2	Nhowe Mission, Rhodesia	1
Baird, TX	2	Red Bud, IL	1
Benjamin, TX	1	Roosevelt, TX	1
Boerne, TX	1	*San Angelo, TX	1
Brownwood, TX	2	Stamford, TX	2
Calhoun County, TX	1	Sweetwater, TX	3
Childress, TX	1	Villanova, PA	1
Goldthwaite, TX	1	Wylie, TX	3
Hamby, TX	1		

N = 56.
*Cities 90,000 + pop./Texas AAAA High Schools = 26
Smaller schools/Towns = 30

of intellectual skills as opposed to physical skills higher than did their counterparts in larger schools. Refer to criterion Number Two.

> A profession relies upon intellectual skills in the performance of its service. This does not mean that physical actions and skills are not needed, but rather that the emphasis in carrying on the work is on intellectual skills and techniques.

It might be observed that frequently teachers in smaller schools have large numbers of separate class preparations - even crossing academic discipline at times. It is supposition based upon insufficient data, but this factor could influence the difference in the ranking of responses on item Number Two.

The service motives as opposed to the financial motive was ranked higher by teachers in smaller schools. See criterion Number Six on Table 5.

> A profession emphasizes the services rendered by its practitioners more than their financial rewards. While the personal motives of any individual professional are not necessarily any higher than any other worker's, the professional group's public emphasis is on service.

The rank order in Item Number Five indicated greater intensity of feeling toward personal responsibility for action and decision making among teachers in larger schools. Perhaps the camaraderie and small faculty communication allow for fewer diversities in smaller schools, or perhaps administrators in larger schools encourage more personal responsibility for divergent thinking and decision making. These suppositions, again, are interesting but are conjecture. Following is the fifth criterion.

> A profession requires its members to accept personal responsibility for their actions and decisions. Along with having a high degree of freedom and autonomy, the professional must shoulder a large measure of responsibility for his performance. Since the professional's service is usually related to the human welfare of individuals, this responsibility is an especially serious one.

The difference in rank on Item Number One is interesting also. Note the disparity of two rank levels on Number One. The mean of responses was fourth

in rank by teachers in smaller schools, but sixth in rank by teachers in larger schools. Whether it is the more specialized service or the availability to all the people, teachers in smaller communities were more impressed by its relevance. Number One follows.

> A profession renders a unique, definite, and essential social service. Only the people in the particular profession render the service. For instance, only lawyers practice law. The service rendered must be considered so important that it is available to all the people in a society.

Still another factor relating to the differences in self-perception may be the sex factor. Table Number 7 is included to show the difference between male and female responses. The initial survey did not require respondents to indicate sex. After the first 44 survey forms were completed, this information was included. One hundred persons were identified by sex, the number of males being thirty-seven, and the number of females, sixty-three.

There is almost no difference in rank when sexes were compared. None of the differences is statistically significant. The only one with a rank diversity of as much as two levels was on item Number Four in which an order difference of three places is noted. Number Four reads as follows:

> Both individual members of the profession and the professional group enjoy a considerable degree of autonomy and decision-making authority. Whereas factory workers have very limited decision-making powers and are closely supervised in the performance of their work, professionals are expected to make most of their own decisions and be free of close supervision by superiors. Also, professional groups regulate their own activities rather than having outsiders set policies and enforce adherence to standards.

The male respondents ranked this trait as least characteristic of the professional status of teachers (eighth rank). Females ranked Number Four in fifth place. Apparently females feel greater responsibility in decision making and less imposition from outside policy makers than did their male counterparts. See Table Number 7 on the following page.

TABLE NUMBER SEVEN

Male and Female Students Separated

MALE				FEMALE			
Item No.	No. Pts. / No. Stu.	Mean	Rank	Item No.	No. Pts. / No. Stu.	Mean	Rank
1	148/37	4.0	5	1	245/63	3.888	6
2	159/37	4.297	3	2	272/63	4.317	4
3	138/37	3.729	6	3	235/63	3.730	7
4	125/37	3.378	8	4	256/63	4.063	5
5	166/37	4.486	1	5	285/63	4.523	1
6	162/37	4.378	2	6	283/63	4.492	2
7	138/37	3.729	7	7	225/63	3.571	8
8	153/37	4.135	4	8	279/63	4.428	3

Male = 37

Female = 63

N = 100

SUMMARY

Generally speaking, it can be concluded that teachers perceive themselves as professionals. They differ in the intensity of their perceptions because of various factors that relate to characteristics of teaching as an occupational field and personal factors that relate to who they are and where they teach. The factors analyzed in this study are not exhaustive. Study of other influencing factors would be salient. There were only two factors that seemed to affect differences in teacher self-perception to the degree that statistically significant difference at the .05 level of confidence or better was sustained. On the undergraduate-graduate dichotomy, a difference in the means at the .038 level of confidence was attained on the following characteristic:

> A profession relies upon intellectual skills in the performance of its service. This does not mean that physical actions and skills are not needed, but rather that the emphasis in carrying on the work is on intellectual skills and techniques.

Graduate students felt more strongly that this characterizes the teaching profession than did undergraduate students.

On the following characteristic a difference was sustained at the .033 level of confidence. Graduate students felt more strongly that this trait characterizes the teaching profession than did undergraduates:

> A profession has a long period of specialized training. Because professional work requires special intellectual skills, specialized intellectual training is needed. General education, such as that represented by a bachelor's degree, is valued, but not considered adequate. The specialized training must cover a substantial period of time and not be obtained in cram courses or correspondence schools.

The other factor that seemed to make a statistically significant difference of perception was teaching experience. The difference between inexperienced and experienced teachers was sustained at the .018 level of confidence.

Experienced teachers felt obviously more strongly that the trait on the previous page on "specialized training" characterizes the teaching profession than did inexperienced teachers.

Much controversy inside and outside the ranks of teachers has continued over the years relative to professional status. William J. Goode and Amitai Etzioni have concluded that teaching is a semi-profession.[4] Thomas McDaniel evaluated teaching as a craft.[5] Kevin Ryan and James M. Cooper also said teaching is a semi-profession.[6] The AACTE Bicentennial Commission chaired by Robert B. Howsam asserted that teaching is a profession.[7] Many educators feel that it is a "becoming" profession.

It seems from the study completed herewith, that teachers themselves feel they are a profession. If self-perception and personal identification are significant, and I believe they have essential significance, teaching is a profession with identifiable strengths and lesser strengths. The aspects that need concerned effort and further professional strengthening on the part of teachers seem to be: (1) rigor, length, and substance of professional preparation, (2) self-professional governance and self-control of professionals by professionals and (3) involvement of professionals in decision making, policy making, and policy enforcement.

These areas of lesser strength would likely be enhanced if teachers would en masse do as Ryan and Cooper suggested: (1) assume a larger role in governing of their career affairs, (2) demand better training and (3) make a life occupation of teaching, one that requires philosophical, emotional, and spiritual commitment.[8]

FOOTNOTES

1. Kevin Ryan and James M. Cooper, Those Who Can, Teach (Boston: Houghton Mifflin, 1975), pp. 300-301.

2. Robert B. Howsam, Chairman, Educating A Profession (Report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education, 1976), pp. 6-7.

3. Robert B. Howsam, Educating A Profession, p. 15

4. Amitai Etzioni, editor, The Semi-Professions and Their Organization (New York: The Free Press, 1969), p. V, pp. 266-308.

5. Thomas R. McDaniel, "The De-Professionalization of Teachers," The Educational Forum (January 1979): pp. 229-237.

6. Kevin Ryan and James M. Cooper, Those Who Can, Teach, p. 306.

7. Robert Howsam, Educating A Profession, p. 41.

8. Kevin Ryan and James M. Cooper, Those Who Can, Teach, pp, 306-307.